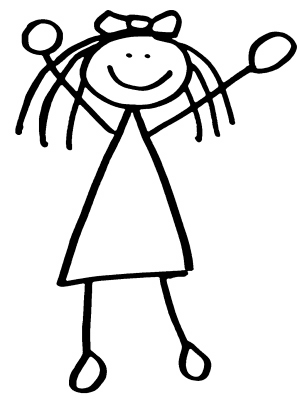
**Feedback**

|  |  |  |  |
| --- | --- | --- | --- |
| **Motivational Feedback**   * The goal is to make the learner feel good. * The feedback is intended to encourage and support the learner. * The feedback does not give guidance on how the learner can improve their reasoning. * e.g. “Good work”, “Much improved”, “Very creative” | **Evaluative Feedback**   * The goal is to measure student achievement with a score or grade. * The feedback is intended to summarize student achievement. * The feedback does not give guidance on how the learner can improve their reasoning. * e.g. “73%”, “Level 2”, “Needs Improvement-Satisfactory-Good-Excellent” | **Descriptive (“tell”) Feedback**   * The goal is to improve student achievement. * The intent of the feedback is to *tell* the learner what needs to be improved. * The feedback gives specific guidance as to how the learner can improve their reasoning. * e.g. “Your equations are correct. Remember to use proper problem solving format.” | **Descriptive (“ask”) Feedback**   * The goal is for students to internalize the feedback. * The intent of the feedback is to *ask questions* which will prompt the learner to independently move their reasoning to the next level. * e.g. “I can see your pattern works for the 2 examples you have given. Will it work for all values of n? How would you prove this?” |

**View the video clips. Jot down your impressions of the feedback for each judge by completing this sentence:** The feedback is primarily . . .

Carrie Ann

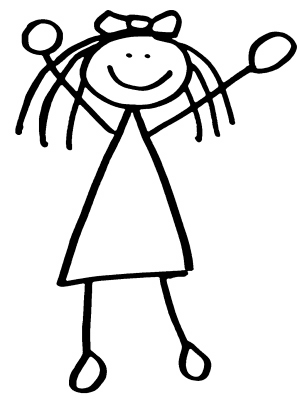




Len



Bruno



PP Paula



Randy



Simon